



State of Arizona
Department of Education

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Students, Parents, Teachers:

"Taking the Next Steps" is an easy-to-follow guide designed to direct students with disabilities through a step-by-step process for transitioning from high school to postsecondary education.

While students progress through high school, their roles as "self-advocates" should continue to grow as they take on more responsibility for their own educational decisions.

Upon graduation, students have the option to further their education and to become even more confident, self-reliant adults. They also have the responsibility to understand their disabilities, their rights to equal access, and how to apply to enter postsecondary education. "Taking the Next Steps" clarifies these rights and responsibilities.

A student's self-advocacy responsibilities will increase in postsecondary education, and the role of parents and teachers as advocates will continue to decrease. Parents especially need to foster this change and encourage their children to empower themselves with the appropriate skills to be self-reliant. Students will always look to parents and trusted adults for support and advice. Responsibility for the postsecondary experience lies in the hands of the student.

Students, as you read through "Taking the Next Steps", you will be guided through the process of selecting and applying to a postsecondary institution. Now is the time to start advocating for yourself by following the enclosed step-by-step process. This guide is **YOUR** first step in preparing for future successful educational experiences.

Sincerely,

Next Step Development Team

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Transitioning FAQ's

10 IMPORTANT THINGS YOU NEED TO KNOW ABOUT TRANSITIONING FROM HIGH SCHOOL TO COLLEGE

Q: Are the laws for meeting the needs of students with disabilities in college the same as they are in high school?

A: No. In fact, some of the laws that are applicable to K-12 institutions are very different from those that are applicable to the postsecondary institutions (colleges, universities, etc.).

Primary and secondary schools (K-12) are legally mandated to identify students with disabilities and provide a free and appropriate education for these students. Because of this, many students with disabilities and their families think high school disability records automatically transfer to college along with academic records, and that the college then continues services and accommodations provided in high school. **However, this is not the case.** In postsecondary education the responsibility to identify a disability lies with the student, if in fact he or she desires to request services and accommodations on the basis of disability. Also, records regarding disability do not automatically transfer from high school to college. Such records can only be released or transferred to a postsecondary institution with written permission of the adult student (in cases where the student is under the age of 18, parent or guardian permission is also required).

Q: Do colleges and universities provide Individualized Education Programs (IEP's)?

A: No. In postsecondary education, students are responsible for self-identifying themselves as individuals with disabilities, providing disability documentation, and requesting accommodations. The institution is responsible for providing reasonable accommodations for qualified students with disabilities. Colleges and universities do not provide special education versions of courses, IEP plans, specialized progress reports, etc.

NOTE: Under federal law, family members are not provided with access to student information regarding disabilities, accommodations or academic progress. See important section on page 4, "Student's Right to Privacy and Confidentiality" for more information.

Q: Do college/universities have special admission standards for people with disabilities?

A: No. Postsecondary admissions offices must treat all applicants equally and are prohibited from asking applicants if they have a disability prior to admission. Applicants with disabilities must be qualified, and, with or without reasonable accommodations, meet the same standards (including academic, professional, technical, behavioral, etc.) as students without disabilities.

For example, if a student is unable to regularly attend a class in which attendance is a critical component of the essential nature of the curriculum, the student may be unqualified to take that class. The inability to run might make a student unqualified to join the track team.

The law is clear that technical standards can be applied to individuals with disabilities, even if those standards involve requirements that may be impossible for people with certain disabilities to meet. It is also clear, however, that those criteria/standards must reflect the essential skills for a program graduate.

Students are encouraged to attempt to meet the standards of any program they choose. Academic accommodations are provided to students with disabilities to ensure that they will have equal access to the information and the classroom setting. Everyone, however, must meet the same requirements in the end.

Q: Is “special education” available for students with disabilities in college?

A: No. Keep in mind, a postsecondary institution’s responsibility is to provide equal access, not special education. To insure equal access, usually a designated person or office (such as “Disabled Student Services” or “Disability Resource Center”, etc.) handles requests for reasonable accommodations. Reasonable accommodation is the provision of an auxiliary aid, or modification to the course or program that will allow access to the educational process, program and degree, or activity. Requests for reasonable accommodations must be supported by disability documentation and should be made with adequate advance notice to the institution. Institutions of higher education are required to provide reasonable accommodations to qualified individuals with disabilities provided such accommodations do not create an undue hardship.

Q: Are colleges or universities required to provide transportation or attendant care?

A: No. Colleges and universities are not legally required to provide these services. Students are responsible for their own transportation to and from campus and between classes and buildings once on campus. They are similarly responsible for self-care or for arranging attendant care for activities such as eating, medical treatment, toileting, and showering.

Q: Are postsecondary institutions required to provide tutoring services?

A: Yes and No. If a college does provide tutoring services then they have to make sure such services are reasonably accessible to all students. If the college or university does not provide tutoring services, then they are not required to provide such services to any students, including students with disabilities. Investigate in advance what tutoring options may be available at the institution you plan on attending.

Q: How is eligibility for reasonable accommodations determined?

A: Accommodation eligibility is based upon documented need. First, you should contact the college/university that you plan on attending and request a copy of their disability documentation guidelines. Be aware that eligibility guidelines may differ from institution to institution, even though the same general principles of eligibility apply. A student requesting reasonable accommodations must provide documentation of a physical or mental impairment that **substantially limits his or her ability to perform one or more major life activities in comparison to most people**. Accommodation eligibility is not based upon the name or diagnosis of a disability, but rather upon the current impact of that disability on the life of the individual in the academic environment. The federal definition of a disability, under the Rehabilitation Act Section 504, includes a person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such impairment, or (3) is regarded as having such impairment.

Q: Why is a diagnosis not enough? Why do students with the same diagnosis sometimes get different accommodations?

A: Reasonable accommodations at postsecondary institutions are only based in part on a diagnosis of a disability. There also must be a significant impact (Functional Impact) on a major life activity. This is why documentation for a postsecondary institution has to provide more information than just a diagnosis and must address the severity of impact. Another student with the same disability may be impacted differently by his/her disability; therefore, all accommodations are viewed on a case-by-case basis.

Q: What kind of accommodations will I receive?

A: The type of accommodation(s) you receive will vary depending on your request, your documentation, the kind of disability you have and course standards. Some institutions will be well prepared to help you decide what accommodations might work for you...others may not. It is best if you know for yourself what kind of accommodations you need. The institution's primary responsibility is to evaluate requests for reasonable accommodations, determine eligibility based on supporting documentation of disability, and correspondingly provide reasonable accommodations to qualified students with disabilities.

Q: How often must a student request accommodations?

A: Since different classes may require different accommodations, students may need to request accommodations on a semester-by-semester, course-by-course basis. Some accommodations require more time for coordination or production and must be requested in a timely manner. Work closely with the Disability Services office at the college or university you select to make sure you understand the policies and deadlines. This will help ensure the availability of accommodations from the first day of class.

Important Information about Student's Right to Privacy and Confidentiality

Disability related information and documentation is treated the same as medical information and handled under strict rules of confidentiality. Such information is shared only on a limited basis within the institutional community and then only when there is a compelling reason for the individual seeking the information to have knowledge of a specific aspect of this confidential information.

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, provides faculty with free access to educational information in institutional files regarding students with whom they are working. Disability related records are excluded from free access under FERPA.

Also excluded from free access under FERPA are inquiries external to the institution related to a student's disability or academic progress. This can be a significant adjustment for students who are accustomed to strong parental advocacy and intervention on their behalf. It is important for the student to begin the development of strong self-advocacy skills and to seek the support of the Office of Services to Students with Disabilities when needed. Under FERPA, family members are not automatically provided with access to student information regarding disabilities, accommodations or academic progress.

Special thanks to Mesa Community College (Phoenix, AZ) and Oklahoma Community College (OKC, OK) for sharing information to help develop the above FAQs.

Notes

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How is Postsecondary Education Different from High School?

Permission to reprint given by Southern Methodist University, Altshuler Learning Enhancement Center.
You can visit the university at www.smu.edu, and the center at www.smu.edu/~alec. 1/7/02

WHAT IS THE LAW AND ITS INTENT IN HIGH SCHOOL?	➡	WHAT IS THE LAW AND ITS INTENT IN POSTSECONDARY EDUCATION?
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- * **IDEA (Individuals with Disabilities Education Act)**—see *Legal Comparisons on page 45*

To provide a free, appropriate, public education in the least restrictive environment to eligible students with disabilities, including special education and related services.

All infants, children and youth requiring special education services, until age 21 or graduation from high school are covered.

- * **504 (Section of the Rehabilitation Act of 1973)**—see *Legal Comparisons on page 45*

To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.

All qualified persons with disabilities who meet the entry age level criteria or particular program entry criteria of the postsecondary institution and who can document the existence of a disability as defined by the ADA are covered.

- * **504 (Section of the Rehabilitation Act of 1973)**—see *Legal Comparisons on page 45*

To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.

All qualified persons with disabilities who meet the entry age level criteria or particular program entry criteria of the postsecondary institution and who can document the existence of a disability as defined by the ADA are covered.

ACCOMMODATIONS IN HIGH SCHOOL	➡	ACCOMMODATIONS IN POSTSECONDARY EDUCATION
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- * Accommodations and modifications are written into Individualized Education Programs or 504 Plans for students.

- * Accommodations and modifications are provided in appropriate settings based upon IEP team or 504 team decisions.

- * The special education teacher informs your other teachers regarding the accommodations required.

- * You must self-identify by providing qualifying documentation according to the institution requirements, and work closely with the Disability Resource Center to determine reasonable accommodations.

- * Accommodations requested by you are provided on a course-by-course basis to ensure equal access to the institution's programs and activities.

- * You are responsible for telling your instructor(s) that you have a disability and for requesting accommodations for your class.

**HOW IS CONFIDENTIALITY HANDLED
IN HIGH SCHOOL?****HOW IS CONFIDENTIALITY
HANDLED IN POSTSECONDARY EDUCATION?**

- * Most, if not all, information is accessible by the parents specifically if the student is a minor.

- * Student information is protected under FERPA (The Family Educational Rights and Privacy Act of 1974)—see page 4. Only parents that have a dependent student (verified annually) can access records without student consent.

**WHAT ABOUT SELF-ADVOCACY
IN HIGH SCHOOL?****WHAT ABOUT SELF-ADVOCACY IN
POSTSECONDARY EDUCATION?**

- * The parent or guardian is the primary advocate. Students with disabilities learn about their disability, the importance of advocacy, the accommodations they need and ways to become a self-advocate.

- * You must be able to communicate what your disability is, your strengths and weaknesses, how the disability impacts and functionally limits major life activities, and identify any accommodation requests.

PERSONAL FREEDOM IN HIGH SCHOOL**PERSONAL FREEDOM IN
POSTSECONDARY EDUCATION**

- * Your time is usually structured by others.
- * You need money for special purchases or events.
- * You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.

- * You manage your own time, e.g. getting up on time, attending classes, studying, meeting deadlines, household chores, maintaining a job.
- * You may need money to meet basic necessities, such as food, clothes, books, laundry, medical and auto insurance.
- * You will be faced with making decisions, some moral and some ethical, you may not have had to face previously. You must balance your responsibilities and set priorities.

HIGH SCHOOL CLASSES**POSTSECONDARY EDUCATION CLASSES**

- * Most classes are arranged for you.
- * Classes generally have no more than 35 students.
- * Teachers carefully monitor class attendance.
- * You may not be responsible for knowing what it takes to graduate.

- * You arrange your own schedule in consultation with your academic advisor. It will be your responsibility to take into account your accommodation needs.
- * Classes may number 100 students or more.
- * Professors may not formally take roll, but they are still likely to know whether you attended or not and you will be responsible for all class information and assignments.
- * Graduation requirements are complex. You are expected to work with an advisor and determine which classes to take in order to graduate.

HIGH SCHOOL TEACHERS**POSTSECONDARY EDUCATION PROFESSORS**

- * Teachers approach you if they believe you need assistance.
- * Teachers use textbooks to guide instruction and often take time to remind you of assignments and due dates.

- * Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
- * Professors may not follow the textbook. They expect you to read and consult the course syllabus (outline) throughout the semester. They may deviate from the syllabus and make those announcements in class.

STUDYING IN HIGH SCHOOL**STUDYING IN POSTSECONDARY EDUCATION**

- * You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.
- * Guiding principle: You will usually be told in class what you need to learn from assigned readings.
- * You need to study at least 2 to 3 hours outside of class for each hour in class, e.g. 3 hours per week for each 1 hour of class (i.e., meets 1 hour 3X per week). This may require a minimum of 9 hours per week of study time for mastery.
- * Guiding principle: It's up to you to read and understand the assigned material. Lectures and assignments are based on the assumption that you've already done so. You may need to see professors during their office hours with questions.

TESTS IN HIGH SCHOOL**TESTS IN POSTSECONDARY EDUCATION**

- * Teachers frequently rearrange test dates to avoid conflict with school events.
- * Teachers frequently conduct review sessions, pointing out the most important concepts.
- * Professors usually schedule tests according to their syllabi without regard to the demands of other courses or activities.
- * Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.

GRADES IN HIGH SCHOOL**GRADES IN POSTSECONDARY EDUCATION**

- * Initial test grades, especially when they are low, may not have an adverse effect on your final grade.
- * Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."
- * Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected. All tests may account for a substantial part of your course grade.
- * Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you achieve good results, it will not substitute for results in the grading process.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sound Advice: Testimonials from Students

If you could tell high school students with disabilities one thing about college, what would it be?

“If you have a disability, assess your problem and learn how to ask for help from campus resources. Be willing to work twice as hard as everyone else. Stay focused.” ~~Scott, University of Arizona

“Seek out the college/university’s resource center for students with disabilities. You will find peers who you can relate to and faculty to help you. Don’t be shy to ask for help from this community—it will make the transition a lot smoother and it will prevent you from getting lost in the numbers.” ~~April, University of Arizona

“If you put the time and effort into college, it can be your greatest experience. There are high points and low points, but mostly high points. Get involved in a club, group or organization. You are not alone. You will meet lots of other students with learning disabilities.” ~~Nicole, University of Arizona

“College is a lot of work and you need to be dedicated, but it’s fun. The work can be hard, but tutors can help a lot. You make a lot of friends in college.” ~~Christina, Pima Community College

“Never deny who you are.” ~~ anonymous, Arizona State University

How has this guide helped you think about postsecondary education?

“I am a senior but I wish I could have had something like this a couple of years ago.” ~~ Margaret Hardwick, St. David Unified School District

“This made me look at things I hadn’t thought of before.” ~~Jennifer Healy, St. David Unified School District

“I like it (*the guide*). I think it makes things personal for me.” ~~ Jamie Kartchner, St. David Unified School District

“It’s helped me understand many situations about college.” ~~anonymous, Casa Grande Union High School District

“It has taught me that you can get help in college if you ask for it. This is a great book-narrowed down so you can understand it.” ~~ anonymous, Casa Grande Union High School District

Notes

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Step by Step: Preparing for the Transition from High School to Postsecondary Education

A. Find Out About Your Disability

- ☐ 1. Talk with your parents, doctor, school psychologist, high school teacher (i.e., special education) or guidance counselor to learn about your disability.
- ☐ 2. It is your responsibility to advocate for yourself and to become self-determined. On pages 51 and 61 of this guide are resources to help you with advocacy and self-determination.
- ☐ 3. Go to the library or access the Internet and obtain information about your disability.
- ☐ 4. Discuss with your Individualized Education Program (IEP) team how having a disability impacts you in the following areas:
 - a. Education/instruction
 - b. Independent living
 - c. Mobility
 - d. Employment
 - e. Social/recreational activities
 - f. Personal finances
 - g. Community involvement
- ☐ 5. Know the instructional strategies and reasonable accommodations that may be necessary to help you succeed.
 - a. Develop an understanding of the differences between strategies and accommodations.
 - b. Work with your IEP team to create a list of strategies and accommodations that are essential for you.
 - c. Develop an awareness of the assistive technology that is available to assist you in effectively compensating for your disability.
(for more information, see page 16, Section C: Understanding Accommodations)
- ☐ 6. Learn about the laws protecting your civil rights (such as due process procedures) related to your disability, and your rights and responsibilities.
 - a. Section 504 of the Rehabilitation Act of 1973 (504)
 - b. Americans with Disabilities Act (ADA)
 - c. Individuals with Disabilities Education Act (IDEA)
(see *Legal Comparisons* chart on page 45 for further information)

B. Actively Participate in All Transition Related Meetings

- ☐ 1. Attend and actively contribute during your IEP meeting. In the event you cannot attend, request that the meeting be rescheduled for a time when you can attend. Self-advocacy is a critical skill in postsecondary education and employment.
- ☐ 2. Understand the components of your IEP.
 - a. Talk with your IEP team about how the accommodations and modifications impact the courses you are taking, and the courses you may want to take at a postsecondary level. Learn what supports and services you and your IEP team feel are critical to your being successful in all learning environments.
 - b. To better understand transition services, visit the Arizona Department of Education web page to view sample IEPs at www.ade.az.gov/ess/transitionservices.
- ☐ 3. Request a copy of the postsecondary institution disability documentation policy and take that information back to your high school or medical professional as appropriate. Invite a disability resource coordinator from a postsecondary institution to participate in your IEP meeting either in person or by telephone.
- ☐ 4. Request the evaluations you need to determine your interests, preferences, aptitudes, and achievement related to setting up transition services that will prepare you for postsecondary education. Examples include:
 - a. Functional vocational evaluation
 - b. Vocational assessment
 - c. Psycho-educational evaluation
 - d. Specific disability documentation (medical, etc.)
- ☐ 5. Keep in mind the differences between high school and postsecondary education. (Refer back to page 7, *How is Postsecondary Education Different from High School?*)
- ☐ 6. Set up a course of study aligned to your interests, abilities, preferences, and post-school outcomes. Be aware of the admissions criteria for postsecondary institutions.
- ☐ 7. In addition to school programs, engage in educational opportunities and work experiences aligned to personal experiences and desired outcomes in order to clarify your career goals, such as volunteer work, community workshops, part-time employment, or the City Youth Council.
- ☐ 8. Discuss availability of community resources and services with the appropriate person (e.g. guidance counselor, parent, teacher, librarian).

- ❑ 9. Contact necessary adult service providers and make an appointment to determine if you are eligible for services. Examples, provided in the *Agencies and Resources to Contact* beginning on page 51, include:
 - a. Arizona Rehabilitation Services Administration, Vocational Rehabilitation (RSA/VR)
 - b. Division on Developmental Disabilities (DDD)
 - c. Department of Health Services, Behavioral Health Services (DHS/BHS)
 - d. Disability Resource Centers or ADA coordinators at the postsecondary institution
 - e. Centers for Independent Living
 - f. Assistive Technology Center
 - g. Social Security Administration (SSA)
 - h. One-Stop Centers
 - i. Community Information and Referral
 - j. Disability specific organizations (such as Learning Disabilities Association, etc.)

C. Understanding Accommodations

- ❑ 1. IEP teams in middle school and high school determine what accommodations students will need in order to access the general curriculum. Common accommodations in middle school and high school may include, but are not limited to:
 - a. Testing accommodations: extended test time, alternative formats, going into another classroom with minimal distractions, variance in classroom seating.
 - b. Alternative formats: Braille, large print, audio tape, electronic version, scribe or access to a computer, spelling software, oral vs. written.
 - c. Assistive technology: usage of computers, spell checks, calculators, typewriters, organizers, tilt boards, manipulatives, touch windows, switch controls, voice recognition, colored overlays, large grip pencils/pens, i.e., any device or tool that assists.
 - d. Interpreting services, Real Time Captioning.
 - e. Note taking: by classmates, copies of overheads, use of colored or various sizes of lined papers, raised line paper, colored inks, highlighted key words, NCR paper.
 - f. Classroom/peer aides: note taking, physical assistance in classrooms or around campus, etc;
 - g. In-class seating accommodations: varied placement, taller seating on floor mats or carpeting, with or without table or chair, etc.
 - h. Accessible environment: tables, chairs, desks, work areas, etc.
 - i. Curriculum modifications: condensing reading material, assigning fewer problems/questions/spelling words, alternative formats, extended time, picture vs. text.
 - j. Reports: condensed reading for reports, condensed amount of writing, alternative formats-oral vs. written or creative process such as developing a diorama or model representing report topic, extended time, or altering sequence of report or presentation.
- ❑ 2. Know the agencies and organizations in your community that provide information and training on your rights, assistive technology evaluations and information on accommodations.

D. Prepare for Postsecondary Education Entrance Examinations

- ☐ 1. Determine which test(s) you need to take for postsecondary education entrance by discussing entrance requirements with the school guidance counselor or by contacting the postsecondary institution being considered.
- ☐ 2. Seek out options for preparation of the test if necessary by enrolling in exam prep programs (e.g., ACT prep courses through education cooperatives), accessing study guides, watching video tapes and working with computer programs.
- ☐ 3. See the school site test coordinator and complete the request for test accommodations.
- ☐ 4. Begin taking exams your junior year. This gives you time to retake exams for those tests that allow retakes if you are not satisfied with your scores. There are both a pre-ACT and pre-SAT available during the sophomore year.

E. Develop a Personal Information File which Contains:

- ☐ 1. Current school records
 - a. Complete disability documentation (e.g., medical records, psycho-educational evaluations, neuropsychological evaluations, audiological, speech and hearing, ophthalmological, psychiatric, physical, occupational). Contact the postsecondary institution directly for a copy of the disability documentation policy.
 - b. Other information related to your disability (past evaluations, history of accommodations provided, copy of current IEP or 504 plan).
 - c. Copy of all transcripts (high school, postsecondary institutions)
 - d. Academic testing results
- ☐ 2. Immunization records (you will NOT be enrolled in any COLLEGE classes until you have proof of your immunizations)
- ☐ 3. Social security card
- ☐ 4. Birth certificate
- ☐ 5. Current student visa or passport for international students applying to US institutions
- ☐ 6. Other information you think you might need (letters of recommendation, student portfolios)
- ☐ 7. Make sure that you make and keep copies of everything you send and receive and organize them so you can find the information easily.

F. Research Available Financial Assistance

- ☐ 1. Pick up a financial aid packet from your high school counselor's office.
- ☐ 2. Visit the website of the college or university - some institutions have the capability to apply for financial aid on line. Differences in cost may vary across institutions. Costs to consider include application fees, lab fees, tuition, books, meals, parking, housing, and recreation center fees.
- ☐ 3. Complete the application, following instructions included in the packet.
- ☐ 4. Research the deadlines specified by each scholarship source and mail the applications in order to meet the deadline.
- ☐ 5. Request scholarship information from your high school guidance counselor and/or the institution you select (private scholarships may be available through the postsecondary institution you are interested in attending).
- ☐ 6. Contact local service clubs, other organizations, and businesses to see if they are awarding any scholarships (such as Lions Club, Rotary).
- ☐ 7. Contact city, county, state and national disability organizations.
- ☐ 8. Search the local library and Internet for information on scholarships.

G. Select and Plan Educational Choices

- ☐ 1. Select the postsecondary institution(s) you are interested in attending and plan a visit, if possible. Research and apply to more than one institution.
- ☐ 2. Investigate disability support services at the institutions you are considering.
- ☐ 3. If the school you are interested in attending does not have a clearly designated office to serve students with disabilities you will need to request the name of the program or staff person who has the responsibility for accommodating students with disabilities on that campus. You can start this process by requesting the name of the ADA coordinator for that school. Every postsecondary institution is required by law to appoint an ADA Compliance Coordinator.
- ☐ 4. Based on your investigation, pick the postsecondary institution(s) you feel has academic programs that match your interests and that will provide you the support services you need to be successful.
- ☐ 5. Request an application from the postsecondary institution(s) in which you are interested.
- ☐ 6. Fill out the forms and send them to the schools you have selected. If you are concerned about meeting the admissions criteria, contact the school regarding special admission options. Keep in mind many colleges will not process an admissions application if it is not complete.
- ☐ 7. If selecting an out-of-state institution, registration fees apply.
- ☐ 8. Request that official high school and college (if applicable) transcripts be sent directly to the selected institution(s).
- ☐ 9. Apply for financial assistance.

H. Considerations for Postsecondary Education

- ❑ 1. Disability support services programs vary from state to state and school to school. For this reason, prior to selecting a postsecondary institution, it is important to check out and understand the structure and philosophy of the disability support services programs at the postsecondary institution campuses you are considering. They can be very different. For example:
 - a. There may be a specific program designated to ensuring access for qualified students with disabilities that is staffed by disability professionals.
 - b. There may be a specific program designated to ensuring access for qualified students with disabilities that is staffed by higher education professionals with limited disability support services training.
 - c. There may only be one individual on campus from a select department delegated to assist students with disabilities (e.g., Affirmative Action Office, Counseling Services).
- ❑ 2. There are numerous resources available in print and on the Internet to assist you in understanding the disability support services available at postsecondary institutions throughout the country; many are listed in the *Agencies and Resources to Contact* beginning on page 51 in this Guide. Through information obtained from the Arizona Commission for Postsecondary Education, you may contact an Arizona school directly to find out about how their disability accommodations are handled. Check them out and find the best possible fit for a postsecondary institution and support program for you!
- ❑ 3. Know the laws that protect you. Brief information on the laws that mandate accommodations, such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, are available in this guide. Further information may be obtained from the Arizona Center for Disability Law, the National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH), and the Association for Higher Education and Disabilities (AHEAD). Refer to the *Agencies and Resources to Contact* section on page 51-62.

I. Course Selection and Accessibility

- ❑ 1. Course selection will vary from student to student. However, there are some basic factors for consideration in this process that can really enhance overall student success:
 - a. Pre-registration for classes is critical to both academic success and ensuring the availability of accommodations from the first day of class. Many postsecondary institutions extend priority pre-registration status to qualified students with disabilities in an effort to ensure they get the classes they need and to ensure that the postsecondary institution has adequate time to prepare time-intensive accommodations. (Most postsecondary institutions have a specific pre-registration week each semester. **Mark those dates on your calendar!** If you miss them, in many cases, the postsecondary institution cannot guarantee accommodations that are time intensive in preparation for the first day of class!).
 - b. Scheduling a balanced course load affords students time to maximize their strengths. It does require students to seek information about course requirements ahead of time in order to make their course selections. But it also ensures they will not be overloaded in any one semester and it can support students in achieving a significantly higher GPA.
 - c. Know the deadlines for adding and dropping courses. Students are permitted to drop and add classes without penalty before the deadline. This is every student's opportunity to re-visit the courses initially scheduled and re-balance classes for a more successful semester.
 - d. Verifying course locations ahead of time allows students to determine how long it will take to get to class and how much time is required between classes.
 - e. For some students, visiting (or in the case where the postsecondary institution is out of state) or having someone from the postsecondary institution visit the classroom prior to the onset of class will also be very important. This will ensure the scheduled classroom setting is functional (e.g., student can get into the classroom, there are functional desks and/or tables).
- ❑ 2. There are a number of considerations related to accessibility that may be considered by students such as:
 - a. The time it takes to get to class,
 - b. The time between classes and the distance and time it will take to get to the next one,
 - c. Elevator access and possible special keys for elevators,
 - d. Tables to write on,
 - e. Access to seating in lecture halls,
 - f. Location of accessible restrooms, and
 - g. Emergency evacuation procedures.
- ❑ 3. Orientation and mobility services (O&M) are not mandated services in postsecondary education. Students who require O&M to navigate the campus must arrange for these services ahead of time. This will ensure getting to class and to other campus programs and facilities as needed.

J. Fee Payment Deadlines

- ☐ 1. Be aware of postsecondary institutions' fee payment and registration deadlines.
- ☐ 2. When students miss their fee payment deadlines, they may lose all the classes they pre-registered for. If the classes cannot be recovered, accommodations may no longer be guaranteed for the first day of class.
- ☐ 3. Verify with an outside funding source (e.g, VR, Tribal Education, Workers Compensation, Scholarships, Financial Aid) that payment has or will be received on time.

K. Accommodations that are commonly requested and may be authorized for qualified students in higher education

- ❑ 1. In higher education, students must request the accommodations they feel they will need. If the student is eligible for accommodations, the disability support services professional will then recommend reasonable accommodation(s) based upon the student's request, functional limitations, and supporting disability documentation. The disability services professional may require additional documentation depending upon the disability and the nature of the request.

Unlike in middle school and high school, colleges and universities do not provide IEPs or "special education" programs and services. All students are required to meet the same competencies for all classes. College students are responsible for their own individual progress. Also, it is important for you to know that many instructors may not have extensive experience in teaching students with disabilities and/or may not be familiar with handling accommodation requests. The more YOU, the student, know about your disability and your accommodation needs before you get into postsecondary education, the better!

Examples of common accommodation requests include:

- a. Testing accommodations, e.g., extended test time, alternative formats, minimal distraction;
 - b. Alternative formats, e.g., Braille, audio tapes, electronic version, large print, raised line charts and graphs;
 - c. Assistive technology;
 - d. Interpreting services, Real Time Captioning;
 - e. Note taking services;
 - f. Lab aides;
 - g. In-class seating accommodations;
 - h. Accessible tables, chairs etc.;
 - i. Full-time Enrollment Equivalency with less than 12 credit hours;
 - j. Course substitutions;
 - k. Priority pre-registration status.
- ❑ 2. Because some accommodations require significant preparation time, many postsecondary institutions have policies that specify deadlines to ensure requested accommodations for the first day of class. Verify the policies and deadlines for course registration to ensure accommodation availability for both orientation and the first day of class.

L. Housing Considerations

When determining appropriate housing, some considerations impacting students with disabilities may include:

1. Proximity to campus and classes,
2. Access to public transportation,
3. Room accessibility, e.g., roll-in shower, flashing strobe light, first floor location,
4. Private room option,
5. Parking for attendants,
6. Approval of attendants living with students,
7. Emergency evacuation procedures,
8. Parking close to residence halls,
9. Laundry facilities,
10. Dining facilities,
11. Automatic door opening and lock feature, and
12. Proximity to medical facilities.

M. Transportation Issues

- ☐ 1. Research accessible on-campus and public transportation availability, e.g. buses, light rail.
- ☐ 2. If parking on campus, register with Parking Services to acquire a parking pass. Inquire about accessible parking, if necessary.
- ☐ 3. Determine if reduced-fare rates are available for individuals with disabilities. If so, learn how to qualify to receive the reduced-fare rate.
- ☐ 4. Check out the proximity of the school to amenities (e.g., food store, pharmacies, activities).

N. Student Financial Assistance

There are many sources of funding to assist you financially as you work toward a degree. Some common resources:

- a. Grants, scholarships and loans
- b. Federal funding, e.g., Department of Vocational Rehabilitation
- c. Student work-study
- d. Student employment

O. Health Insurance

- ☐ 1. It is essential that students have health insurance coverage. At some postsecondary institutions, students who do not have personal health coverage can purchase health insurance through the school.
- ☐ 2. Research if the insurance carrier has restrictions for pre-existing conditions.

P. Student Support Programs

There are usually a number of student support programs available in postsecondary education to assist students in becoming more successful. Some of the most common and widely used include:

- a. Academic Advisement Services
- b. Campus Computer and Technology Centers
- c. Career Services
- d. Counseling Services
- e. Disability Support Services
- f. Multi-Cultural Student Centers
- g. Peer Support Groups
- h. Postsecondary Education Survival Classes
- i. Registrar
- j. Residency Classification
- k. Student Financial Assistance
- l. Student Health
- m. Student Mental Health
- n. Student Recreation Facilities
- o. Tutoring Services

Q. New Student Orientation

- ☐ 1. If available, all students should take part in campus orientation programs before each semester to ensure a better understanding of the physical and programmatic layout of the postsecondary institution and to meet other new students!
- ☐ 2. Contact the Admissions Department and Disability Resource Center on campus to inquire when orientation will occur and to request any necessary accommodations within the required deadlines to ensure their availability.

R. Meeting with the Disability Support Services Provider

- ☐ 1. Contact the campus disability support services office to schedule an appointment (either in person or phone) with a disability coordinator/specialist to discuss accommodation needs.
- ☐ 2. Verify receipt and appropriateness of your disability documentation.
- ☐ 3. Discuss the impact you feel your disability will have on you in postsecondary education and the types of accommodations you have used in high school. Ask the disability coordinator about the policies and procedures you will need to know to ensure accommodation availability in postsecondary education.
- ☐ 4. Find out who your permanent disability coordinator/contact person will be. If it is someone other than the person you meet/speak with initially, schedule an appointment with that person as soon as possible.
- ☐ 5. If you have already met with an academic advisor regarding classes, discuss those classes with the disability coordinator. Seek out course requirement information to ensure your courseload is balanced. For example, if your disability has a significant impact on your speed of reading, you would not want to schedule all reading intensive classes. If you have not yet met with an academic advisor, request a referral from the disability coordinator.
- ☐ 6. Inquire about postsecondary education success/support programs and classes that may be available to you, e.g., postsecondary education survival classes, tutoring programs, student health services, student mental health and counseling services.

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Glossary of Terms

Accessibility

Removal of obstacles (or barriers) when designing activities, services and information.

Accommodations

Provisions made in how the student accesses or demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide the student equal access to learning and equal opportunity to demonstrate what is known.

Americans with Disabilities Act (ADA)

A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Assessment

The systematic process of gathering relevant information to make legal and instructional decisions about the provision of services. Assessment is an on-going process and not a one-time event. It involves the entire data collection process, and not just a single instrument for measuring skills.

Assistive technology

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of an individual with a disability. Some examples are voice recognition software (translates speech to text), screen magnification software (enlarges computer screen data), screen readers (converts electronic text to audible speech), and alternative input devices (adaptive keyboard, mouse).

Evaluation

Administration of formal tests or informal strategies (such as observation) to determine strengths and weaknesses, or to compare a student's performance to a specified level of mastery or achievement.

Individuals with Disabilities Education Act (IDEA)

Federal special education law and regulations. Amended the Education for All Handicapped Children Act (P.L. 94-142).

Individualized Education Program (IEP)

A document developed with the student, family, and school outlining the student's present levels of educational performance, special education and related services needs, necessary transition services and community resource linkages and overall programming needs of the student to obtain free appropriate public education in the most appropriate setting.

Modifications

Substantial changes in what the student is expected to learn and demonstrate (usually limited to K-12 education). Changes may be made at the instructional level, in the content or with the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based upon individual needs and abilities.

Postsecondary Institution

References any educational institution providing learning to students beyond high school.

Postsecondary education includes four-year universities, community colleges, independent colleges and universities (e.g. Chapman University, Embry-Riddle Aeronautical University, University of Phoenix), program-oriented schools (e.g. Bible and divinity schools), business schools, cosmetology and barber schools, flying schools, health schools, home study and correspondence schools, modeling and fine arts schools, real estate schools, technical and trade schools, training/employment and skill centers, and apprenticeship trainings.

Private institution

Institutions that operate by private source contributions and tuition paid by students, and do not receive any state dollars. Licensure is by the Arizona Board for Private Postsecondary Education, a state agency administering licensing as well as handling complaints and student records from closed institutions.

Public institution

Institutions that receive state funding in addition to student tuition. Universities in this system are governed by the Arizona Board of Regents, while community colleges are governed by the State Board of Directors for Community Colleges in Arizona.

Reasonable Accommodation

Modifications or adjustments to allow for known physical or mental impairments of students, individuals, or employees with disabilities to benefit from their education, employment or activity.

Section 504

Part of the Rehabilitation Act of 1973 that guarantees specific rights in federally funded programs and activities to people who qualify as having a disability. Section 504 states: "No otherwise qualified disabled individual in the United States...shall, solely by reason of a disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Self-Advocacy

The development of specific skills and understandings that enable children and adults to explain their disabilities to others and to cope positively with the attitudes of peers, parents, teachers, and employers.

Self-determination

A combination of skills, knowledge, and beliefs allowing a person to engage in goal setting and attainment, choice and decision making, problem-solving, self-advocacy, and autonomy. A person who understands one's strengths and limitations and sees oneself as capable and effective is one who employs self-determination skills.

Student Portfolios

A system for collecting and assessing progress made by students on a continuous basis. Examples might include samples of a student's writing, math work, book reports, projects, copies of IEPs, evaluations, and/or medical records – those pertinent to education or other accommodations the student will need.

Syllabus/syllabi (plural)

A course information document provided by the instructor for the students in a class. The syllabus typically includes the name of the course, instructor's name, office location and office hours, required and optional readings, general statement or purpose of the course, course goals, policies (may include student and instructor responsibilities regarding attendance, grading, make-up exams, assignments), and course schedule (may include reading schedule, due dates and exam dates).

Transition Services

A coordinated set of activities which prepares a student with a disability for the move from high school to post-school activities such as employment, postsecondary education, adult services, independent living, or community participation and is based upon the individual student's needs, taking into account the student's preferences and interests.

Universal Design

Design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Notes

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A Timeline for Success

- Develop a four-year course plan. Work with your counselor or advocate to ensure that you are taking the required courses necessary to enter into college.
- Do what you can to earn good grades (e.g., hire a tutor, form study groups, ask teachers for extra help as needed).
- Learn about your disability and how it impacts your learning: Page 13, A.
- Understand what accommodations are, when and why you will need them: Page 16, C.
- Learn how to be a good self-advocate who can ask for what is needed in a diplomatic way.
- Go to your school's library or learning center and ask the library staff to teach you about learning styles and effective strategies such as note taking, test taking tips, time management and study skills.
- Develop a personal file: Page 18, E
- Begin assembling a portfolio of your best work in each academic class.
- Get involved in extracurricular programs at school and take on leadership roles.
- Get involved in your community. Play a sport, do volunteer work, join a club, etc.
- Find out about options for postsecondary education. Look into colleges, universities, technical schools, and other places for further education. Consider what you want to do *after* college and look for a school where you can get this training.
- Participate in your annual IEP or 504 meeting – ask questions, make recommendations! Be a leader!
- Learn as much as you can about computers and assistive technology. One source for information about assistive technology is the web site www.closingthegap.com.

*Freshman
Year*

Or

First Year

*Sophomore
Year*

Or

Second Year

- Review your high school transcript and make sure that you are on track as far as taking the right courses for graduation and for college entrance.
- Actively participate in all transition related meetings: Page 14-15, B.
- Register for the Pre-SAT or Pre-ACT tests, called PSAT and PLAN.
- Update your personal file and portfolio with materials from your classes: Page 18, E.
- Continue to participate in your annual IEP or 504 meeting – ask questions, make recommendations! Be a leader!
- Look into co-credit courses through your high school and/or local college or university.
- Continue to learn as much as you can about computers and assistive technology. One source for information about assistive technology is the web site www.closingthegap.com.
- Consider working part time to save money for college and learn important life skills including time management. You can also add work experiences to your resume and list them on college and scholarship applications.
- Start talking with college students about their experiences.

*Junior
Year*

Or

Third Year

- Make a list of colleges that you might like to attend. With your parents, teachers, advocate, friends, and counselor, discuss how each college fits with your goals. Visit the colleges' web sites.
- Register, prepare for, and take the SAT and/or ACT tests.
- Continue to actively participate in all transition-related meetings: Page 14-15, B.
- Continue to work on your personal file and portfolio, updating it as appropriate: Page 18, E.
- Continue to participate in your annual IEP or 504 meeting – ask questions, make recommendations! Be the leader!
- Add into your IEP the statement that you may need a new psychoeducational evaluation your senior year for the purpose of matching college or university disability documentation requirements.
- Continue to talk with college students about their experiences.
- Continue to look into co-credit courses through your high school and/or local college or university.
- Research available financial assistance: Page 19, F.
- Continue to review your high school transcript and make sure that you are on track as far as taking the right courses for graduation and for college entrance.
- Work with your counselor or advocate to contact the State Department of Vocational Rehabilitation (VR). They will assess you for VR services during the second semester of your junior year, or one year before you graduate. They may be able to provide training and funding for post-secondary education.
- Attend college fairs and transition nights in your area.
- Visit 3-5 colleges. Schedule meetings with the admission offices, financial aid offices, and disability resource centers to find out what services are offered and what is required to verify your eligibility for their services.
- Consider taking a pre-college course at a local college campus during the summer after 11th grade. You will be able to sample college and meet other students. You may be able to live in a residence hall for a few weeks.

- Continue to learn as much as you can about computers and assistive technology. One source for information about assistive technology is the web site www.closingthegap.com.
- Contact the school(s) you are applying to about their disability documentation policy (ies). Undergo the necessary evaluations to ensure you have current qualifying documentation.

*Senior
Year*

Or

Fourth Year

- Continue to actively participate in all transition related meetings: Page 14-15, B.
- Continue to work on your personal file: Page 18, E.
- Continue to update your portfolio with your best work in all subjects.
- Continue to participate in your annual IEP or 504 meeting – ask questions, make recommendations! Be the leader!
- Register for the SAT and/or ACT tests again if you want to improve your score. **This should be completed in the fall of your senior year!**
- Find out about housing options: Page 25, L. **Keep in mind housing fills up fast. Set a target goal for yourself to have your application completed and submitted by winter of your senior year!**
- Continue to research available financial assistance: Page 19, F. **Keep in mind the priority deadline for financial aid is usually during the first few months of the year so get this done early!**
- Continue visiting college campuses. Request catalogs and admission information. Continue visiting college web sites, too. Page 20, G. **Keep in mind some postsecondary campuses begin registration in March!**
- Ask teachers, counselors and employers for letters of recommendation for college applications and scholarships. **Be mindful of deadlines for applications and respectful of those you ask letters from by providing them with enough time to write a well-thought out letter.**
- Complete applications, essays, and financial aid forms by the required deadlines and submit them. Include documentation of your disability with your application packets. If you have not submitted a copy of your documentation to the Disability Resource Center at the college campus, request that a copy be forwarded to that office for admissions. **It is strongly recommended that you have this submitted in the Fall months!**
- Have your transcripts sent to the schools to which you are applying.
- Find out about fees and payment deadlines: Page 23, J.
- Learn about accommodations in college and how to access them: Page 24, K.
- Continue to learn as much as you can about computers and assistive technology. One source for information about assistive technology is the web site www.closingthegap.com.

- Look into transportation considerations: Page 26, M.
- Learn about health insurance options: Page 28, O.
- Find out about on-campus student support programs: Page 29, P.
- Meet with a specialist at the disability resource center: Page 31, R.
- Contact the school(s) you are applying to about their disability documentation policy (ies). Undergo the necessary evaluations to ensure you have current qualifying documentation.

- Sign up and attend the New Student Orientation at the postsecondary institution you have chosen: Page 30, Q.
- Make course selections with input from the Disability Resource Center or your academic advisor, taking accessibility into account: Page 22, I.
- Meet with your disability specialist / coordinator: Page 31, R.
- Continue to research further funding and financial assistance. Many times, grants and stipends are available on a one-year or limited-time policy.
- Remember to follow the same steps at the beginning of every school year – meet with the Disability Resource Center or your academic advisor to make appropriate course selections, sign up for classes, attend orientation, apply for housing and parking permits, obtain health insurance, etc.
- Make sure you know when fees need to be paid, and work with third-party payers if necessary to make sure payment is received on time!

*Now ~~that~~ you
have been
accepted...*

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**Legal Comparisons of the Individuals with Disabilities Education Act,
the Americans with Disabilities Act, and the Rehabilitation Act, Section 504**

	IDEA	Section 504	ADA
TITLE	The Individuals With Disabilities Education Act (IDEA), Amendments of 1997	The Rehabilitation Act of 1973	Americans With Disabilities Act of 1990 (ADA)
SCHOOL AGE CRITERIA	Preschool, elementary and secondary	All ages and grade levels, including postsecondary	All ages and grade levels, including postsecondary
PURPOSE	A federal funding statute whose purpose is to provide financial aid to states in their efforts to ensure a free appropriate public education for students with disabilities.	A civil rights law that protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.	Provides a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
POPULATION	Identifies 13 qualifying conditions: autism, deafness, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment. Applies to ages 3 to 21 if still enrolled in public school.	Identifies person as disabled so long as she/he meets the definition of qualified persons with disabilities; i.e., has or has had a physical or mental impairment which substantially limits a major life activity, or is regarded as disabled by others.	Identifies person as disabled so long as she/he meets the definition of qualified persons with disabilities; i.e., has a physical or mental impairment which substantially limits a major life activity, has a record of such an impairment or is regarded as disabled by others.
ELIGIBILITY	A student is only eligible to receive special education and/ or related services if the multidisciplinary team determines that the student has a disability under one of the thirteen qualifying conditions and requires special education services.	A person is eligible so long as she/ he meets the definition of a qualified person with disabilities, i.e., currently has or has had a physical or mental impairment that substantially limits a major life activity, or is regarded as disabled by others. The student is not required to need special education services to be protected.	A person is eligible so long as she/ he meets the definition of a qualified person with disabilities, i.e., currently has or has had a physical or mental impairment which substantially limits a major life activity, or is regarded by others as having a disability. The student is not required to need special education services to be protected.

	IDEA	504	ADA
FREE APPROPRIATE EDUCATION	Requires the provision of a free appropriate public education to eligible students including individually designed instruction. Requires a written accommodation plan. "Appropriate" means an education comparable to the education provided to students without disabilities. Requires the district to provide IEPs. "Appropriate education" means a program designed to provide "educational benefit."	Requires the provision of a free appropriate public education to eligible students including individually designed instruction. Requires a written accommodation plan. "Appropriate" means an education comparable to the education provided to students without disabilities. "Appropriate education" means a program designed to provide "educational benefit."	Addresses education in terms of accessibility requirements.
UNDUE HARDSHIP	Budget and administrative convenience is never an excuse.	Consideration is given for the size of the program, extent of accommodation, and cost relative to the total school budget.	Consideration is given for the size of the program, extent of accommodation, and cost relative to the total school budget.

Permission to reprint given by Mountain Plains Regional Resource Center, Logan, Utah, 5/1/02.
You can visit MPRRC's website at <http://www.usu.edu/mprrc/>

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The Americans with Disabilities Act

The Law and its Impact on Postsecondary Education

THE ADA AND ITS IMPACT: WHAT IS THE LAW?

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The five Titles of the ADA extend civil rights protections for people with disabilities in the following manner:

Title I: employment in the public and private sectors

Title II: publicly funded facilities, services, and programs including transportation and public education

Title III: any privately owned and operated places of public accommodation

Title IV: telecommunication relay services, and

Title V: miscellaneous administrative and exclusionary clauses

WHAT IS THE ADA'S DEFINITION OF A "PERSON WITH A DISABILITY"?

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (Documentation of the disability may be required.) A person is considered to be a person with disability if he/she has a disability, has a record of a disability, or is regarded as having a disability.

HOW DOES THE ADA AFFECT INSTITUTIONS OF HIGHER EDUCATION?

Employment

Employment issues for all institutions are covered under Title I. University and college personnel will be asked to make "reasonable accommodations" within the employment process to insure nondiscrimination on the basis of disability.

Public Institutions

For all activities, policies, procedures and practices, Title II covers public institutions. Title II of the ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973, for schools receiving federal funding. Therefore, many state funded universities and colleges have well established policies and practices for serving student with disabilities.

Private Institutions

Private institutions are covered under Title III. Because of the public attention given to the passage and implementation of the ADA, and the new provisions for places of public accommodation, renewed attention is being focused on disability access to many private institutions of higher education. This focus includes the whole scope of the institution's activities, including facilities, programs, and employment. Non-discrimination practices and accommodation may be newly initiated at some facilities.

AREAS OF REVIEW FOR ADA EVALUATION

Institutions of higher education are responsible for having clearly established procedures, including a grievance procedure for persons with disabilities who feel their rights have been violated under the ADA. Moreover, each institution is responsible for conducting a self-evaluation of its preparedness, as well as ongoing review of possible barriers in the following areas:

- There may be no exclusion on the basis of disability.
- Participation should be in the most integrated setting possible.
- There may be no discrimination through eligibility criteria.
- Reasonable modifications in policies, practices, and procedures must be made as necessary to avoid discrimination on the basis of disability.
- Modifications must be made to allow the presence/use of service animals.
- Surcharges to cover the costs of accommodations may not be imposed solely on persons with disabilities.
- Examinations and courses must be accessible.
- There may be no discrimination because of insurance constraints.
- There may be no harassment or retaliation against individuals who are accessing their rights under the law or against those who assist people with disabilities in accessing their rights.

Of particular importance in making appropriate accommodations for students with disabilities are the mandates for making modifications as needed in policies, practices, and procedures and for assuring accessibility of examinations and courses.

This includes all aspects of

- Academic and nonacademic activities, including admissions and recruitment,
- Admission to programs,
- Academic adjustments,
- Housing,
- Financial assistance,
- Physical education and athletics, and
- Counseling.

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Agencies and Resources to Contact

For your specific county and services offered

(*counties covered — Apache, Coconino, Gila, Pinal, La Paz, Maricopa, Mohave, Navajo, Yavapai, and Yuma),

contact:

Community Information and Referral
1515 East Osborn Road, Suite 4
Phoenix, Arizona 85014-5390
Tel: 602-263-8856; 800-352-3792
Fax: 602-263-0979
Email: cirs@cirs.org
Website: www.cirs.org
24-hour Helpline: 800-352-3792

Information and Referral Service Inc.
3130 N. Dodge Blvd.
Tucson, AZ 85716
Tel: 520-881-1794; 800-362-3474
Fax: 520-323-2110
Email: sazinfo@azstarnet.com
Website: www.azinfo.org

ADVOCACY

ARC of Arizona, Inc
5610 S. Central Ave.
Phoenix, AZ 85040
Tel 602-243-1787; Fax 928-276-9656
800-252-9054
E-mail: arcofarizona@aol.com
www.arcarizona.org

Advocates for the Disabled
4520 N. Central Ave., Suite # 575A
Phoenix, AZ 85012
Tel 602-212-2600; Fax 602-212-2606
TTY 602-212-2702
E-mail: advocates_inc@excte.com
www.cirs.org/homepage/advocates

Arizona Bridge to Independent Living (ABIL)
1229 E. Washington St.
Phoenix, AZ 85034-1101
Tel 602-256-2245; Fax 602-254-6407
TTY 602-256-2245; 800-280-2245
E-mail: azbridge@abil.org
www.abil.org

Arizona Center for Disability Law (ACDL)
3839 N. Third St., Suite. 209
Phoenix, AZ 85012
Tel/TDD 602-274-6287; Fax 602-274-6779
800-927-2260
E-mail: center@acdl.com
www.nau.edu/ihd/acdl

100 N. Stone Ave., Suite. 305
Tucson, AZ 85701
Tel 520-327-9547; Fax 520-884-0992
800-922-1447
E-mail: center@acdl.com
www.acdl.com

Arizona Department of Economic Security (DES)
Client Advocacy Services
1789 W. Jefferson, 4th Fl.
Phoenix, AZ 85007
Tel 602-542-3581
800-352-8401; 800-352-8168
E-mail: www.de.state.az.us

Arizona Office for Americans with Disabilities Line
1700 W. Washington St., Suite # 164
Phoenix, AZ 85007
Tel 602-542-6276; 800-358-3617
TTY 602-542-6686

Community Action Human Resources Agency CAHRA
310 E. Coolidge Ave.
P.O. Box 160
Coolidge, AZ 85228-0160
Tel 520-723-9555; Fax 520-723-3610
E-mail: cahra@cybertrails.com

Native American Protection and Advocacy Project
PO Box 392
Shiprock, New Mexico 87420
Tel: 505-368-3216; 800-862-7271
Email: cjohn@dnalegalservices.org

Native American Protection and Advocacy Project
PO Box 3539
Tuba City, Arizona 86045
Tel: 928-283-3208; 877-283-3208
Email: flobato@dnalegalservices.org

ASSISTIVE TECHNOLOGY

Arizona Technology Access Program (AZTAP)
4105 North 20th Street, Suite 260
Phoenix, Arizona 85016
Tel: 602-728-9534; 800-477-9921
Email: jill.oberstein@nau.edu
Website: www.nau.edu/ihd/aztap

Assistive Technology Center
Institute for Human Development
Northern Arizona University
P.O. Box 5630
Flagstaff, AZ 86011-5630
Tel 928-523-5878; Fax 928-523-9127
TTY 928-523-1695; 800-553-0714
E-mail: Jd24@dana.ucc.nau.edu
www.nau.edu/ihd/aztap

ASSIST! To Independence
Center for Independent Living & Regional
Resource Center for Assistive Technology
P.O. Box 4133
Tuba City, AZ 86045
Tel/TDD 928-283-6261; Fax 928-283-6284
888-848-1449
E-mail: assist@cybertrails.com

Assistive Technology Training Project (ATTP)
661 N. Mountain Side Way
Tucson, AZ 85745
Tel/Fax 520-623-4160
E-mail: MUHLIR@earthlink.net

Easter Seals
903 North Second Street
Phoenix, Arizona 85004-1998
Tel 602-252-6061; Fax 602-252-6065
TTY 602-254-3026; 800-626-6061
www.easter-seals.org

5740 East 22nd Street
Tucson, Arizona 85711-5527
Tel 520-745-5222; Fax 520-745-9030
www.azseals.org

661 East 32nd Street, Suite A
Yuma, Arizona 85365
Tel 928-726-6800; Fax 928-726-1690

Southwest Human Development
202 E. Earll #140
Phoenix, AZ 85012
Tel 602-266-5976; Fax 602-274-8952
TTY 602-266-1034
E-mail: gward@swhd.org
www.swhd.org

Technology Access Center of Tucson (TACT)
4710 E. 29th Street
Tucson, AZ 85711
Tel 520-745-5588, x1265; Fax 520-790-7637
E-mail: tactaz@aol.com

Tucson Medical Center
Assistive Technology Program (ATP)
5301 E. Grant Road
Tucson, AZ 85712
Tel 520-324-5402; Fax 520-324-1528

UCP of Central and Northern Arizona
Assistive Technology Program
321 W. Hatcher, Suite 102
Phoenix, AZ 85021
Tel 602-943-5472; Fax 602-943-4936
E-mail: UCPofAZ@aol.com
www.ucpofaz.com

ATTENTION DEFICIT HYPERACTIVITY DISORDER

Children and Adults with Attention Deficit
Hyperactivity Disorders (ChADD)
8181 Professional Place, Suite 201
Landover, MD 20785
Tel 301-306-7070; Fax 301-306-7090
800-233-4050
E-mail: national@chadd.org
www.chadd.org

National ADDA (Attention Deficit Hyperactivity
Disorder Association)
1788 Second Street, Suite 200
Highland Park, IL 60035
Tel 847-432-2332; Fax 847-432-5874
E-mail: mail@add.org
www.add.org

AUTISM

Autism Society of America
7910 Woodmont Ave., Suite # 300
Bethesda, MD 20814-3067
Tel 301-657-0881; Fax 301-657-0869
800-328-8476
E-mail: info@autism-society.org
www.autism-society.org

National Autism Hotline
605 Ninth St. Prichard Bldg.
PO Box 507
Huntington, WV 25710-0507
Tel 304-525-8014; Fax 304-525-8026

Southwest Autism Research Center
1002 E. McDowell Rd., Suite. A
Phoenix, AZ 85006
Tel 602-340-8717; Fax 602-340-8720
E-mail: sarc@autismcenter.org
www.autismcenter.org

BEHAVIORAL HEALTH

www.mentalhealth.com
www.mentalhealth.org

Arizona Alliance for the Mentally Ill (AAMI)
2210 N. 7th St.
Phoenix, AZ 85006
Tel 928-244-8166; Fax 928-244-9266
800-626-5022
E-mail: azami@aol.com
www.nami.org/about/namiaz/

Arizona Department of Health Services (ADHS)
Div. of Behavioral Health Services
www.hs.state.az.us/bhs/home.htm

Yuma and La Paz Counties
The Excel Group
106 East 1st Street
Yuma, Arizona 85364
Tel 520-329-8995; Fax 520-329-8950

Pima, Graham, Greenlee, Santa Cruz and Cochise Counties
Community Partnership of Southern Arizona
4575 East Broadway Blvd.
Tucson, Arizona 85711
Tel 520-325-4268; Fax 520-318-6939

Maricopa County
Value Options
444 North 44th Street, Suite 400
Phoenix, Arizona 85008
Tel 602-914-5800; Fax 602-914-5805

Mohave, Coconino, Apache, Navajo, and Yavapai Counties
Northern Arizona Behavioral Health Authority
125 East Elm Street, Suite E
Flagstaff, Arizona 86001
Tel 520-774-7128; Fax 520-774-5665

Pinal and Gila Counties
Pinal Gila Behavioral Health Association
2066 West Apache Trail, Suite 116
Apache Junction, Arizona 85220
Tel 800-982-1317; Fax 480-982-7320

Arizona Positive Behavior Support Program
P.O. Box 5630
Flagstaff, AZ 86011-5630
Tel 928-523-8714; Fax 928-523-9127
TDD 928-523-1695; 877-502-3045
E-mail: Daniel.Davidson@nau.edu
www.nau.edu/~ihd/positive/index.html

Help on Call Crisis Line
P. O. Box 43696
Tucson, AZ 85733-3696
Tel 520-323-9373

Mental Health Association of Arizona
6411 E. Thomas
Scottsdale, AZ 85251
Tel 480-994-4407; Fax 480-994-4744
800-642-9277
E-mail: www.mhaaz.com

M.I.K.I.D. (Mentally Ill Kids in Distress)
1905 East 7th St., Bldg. 4
Tucson AZ 85705
Tel 520-882-0142; Fax 520-882-0124
(Call for Southern AZ contact number)

755 E. Willetta, Suite 128
Phoenix, AZ 85006-2723
Tel 928-253-1240; Fax 928-253-1250
800-35-MIKID
E-mail: mikidaz@qwest.net
www.azneighbors.com/7/

National Alliance for the Mentally Ill (NAMI)
Colonial Place Three
2107 Wilson Blvd., Suite 300
Arlington, VA 22201-3042
Tel 703-524-7600; Fax 703-524-9094
800-950-6264
E-mail: www.nami.org

National Institute of Mental Health (NIMH)
Public Inquiries
6001 Executive Blvd, Room 8184
MSC9663
Bethesda, MD 20892-9663
Tel 301-443-4513; Fax 301-443-4279
E-mail: nimhinfo@nih.gov
www.nimh.nih.gov

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314-2971
Tel 703-684-7722; Fax 703-684-5968
800-969-6642
E-mail: infoctr@nmha.org
www.nmha.org

CEREBRAL PALSY

United Cerebral Palsy Association (UCPA)
1660 L St., NW, Suite 700
Washington, DC 20036-5616
Tel 202-776-0406; Fax 202-776-0414
800-872-5827
E-mail: national@ucp.org
www.ucp.org

UCP of Central and Northern Arizona
see "Assistive Technology"

UCP of Southern Arizona
2315 E. Speedway Blvd.
Tucson, AZ 85719
Tel 520-795-3108; Fax 520-795-3196
E-mail: staff@ucpsa.org

DEVELOPMENTAL DISABILITIES

Arizona Department of Economic Security (DES)
Division of Developmental Disabilities
1789 W. Jefferson
Phoenix, AZ 85007
Tel 602-542-0419; Fax 602-542-8870
866-229-5553
E-mail: cchamplin@mail.de.state.az.us
www.de.state.az.us

District I (Maricopa County)
1990 West Camelback Road, Suite 308
Phoenix, Arizona 85015
Tel: 602-246-0546; Fax: 602-246-0880

District II (Pima County)
400 West Congress, Suite 500
Tucson, Arizona 85701
Tel: 520-628-6800; Fax: 520-628-6809

District III (Apache, Coconino, Navajo, and
Yavapai Counties)
220 North Leroux Street
Flagstaff, Arizona 86001
Tel: 928-779-2731; Fax: 928-779-6095

District IV (Mohave, Yuma and La Paz Counties)
350 West 16th Street, Suite 232
Yuma, Arizona 85364-4691
Tel: 928-782-4343; Fax: 928-343-2471

District V (Pinal and Gila Counties)
910 North Broad Street
Globe, Arizona 85501
Tel: 520-425-3255; Fax: 520-425-0526

District VI (Cochise, Graham, Greenlee, and
Santa Cruz Counties)
209 Bisbee Road
Bisbee, Arizona 85603-1122
Tel: 520-432-5703; fax: 520-432-7301

Governor's Council on Developmental Disabilities
1717 W. Jefferson Street, Suite 112, SCO74Z
Phoenix, AZ 85007-3295
Tel 602-542-4049, -8920; Fax 602-542-5320
TDD 602-542-8920; 800-889-5893
E-mail: www.de.state.az.us/gcdd/index.htm

DOWN SYNDROME

National Down Syndrome Society
666 Broadway, 8th Floor
New York, NY 10012-2317
Tel 212-460-9330; Fax 212-979-2873
800-221-4602
E-mail: info@ndss.org
www.ndss.org

Sharing Down Syndrome, Arizona
425 E. Tremaine Avenue
Gilbert, AZ 85234
Tel 480-926-6500
E-mail: gina.j@juno.com
www.sharingds.org

EPILEPSY

Epilepsy Foundation of Arizona
P.O. Box 25084
Phoenix, AZ 85002
Tel 602-406-3581; Fax 602-466-6147
888-768-2690
E-mail: mmaclel@clw.edu
www.efa.org

Parke Davis Epilepsy Scholarship Award
C/o IntraMed
1180 Avenue of the Americas
New York, New York 10036
Tel: 800-292-7373

FAMILY SUPPORT & PARENT INFORMATION

Arizona Department of Education
Exceptional Student Services
Parent Information Network
www.ade.az.gov/ess/pinspals/

Rita Kenison, ADE/ESS PIN Coordinator
1535 W. Jefferson, Bin 24
Phoenix, AZ 85007-3280
Tel 602-364-4015; Fax 602-542-5404
800-352-4558
E-mail: rkeniso@ade.az.gov

Arizona Department of Health Services (OCShCN) Office
for Children with Special Health Care Needs
1740 W. Adams, Room 200
Phoenix, AZ 85007
Tel 602-542-1860; Fax 602-542-2589
800-232-1676 Children's Information Center
E-mail: www.hs.state.az.us/cfhs/ocshcn/

Arizona State Legislature
1700 W. Washington Street
Phoenix, AZ 85007
House 602-542-4511
Senate 602-542-3429
800-352-5804
E-mail: www.azleg.state.az.us

400 W. Congress (south), Suite. 201
Tucson, AZ 85701
House: Tel 520-628-6593
Fax 520-628-6615
Senate: Tel 520-628-6596
Fax 520-628-6615

Community Info & Referral Services
Disabilities Help line of Arizona
1515 E. Osborn Road, The Annex
Phoenix, AZ 85014-4446
Tel 602-263-8856; Fax 602-263-0979
800-352-3792
E-mail: disabilities@cirs.org
www.cirs.org

DIRECT Center for Independence
1023 N. Tyndall
Tucson, AZ 85719
Tel/TDD 520-624-6452; Fax 520-792-1438
800-342-1853, ext. DIRECT
E-mail: directilc@earthlink.net
E-mail: www.directilc.org

Emily Center, The
909 E. Brill
Phoenix, AZ 85006
Tel 602-239-6902; Fax 602-239-4670
E-mail: emilyc@phxchildrens.com
www.phxchildrens.com/emilycenter

ERIC Clearinghouse on Disabilities and Gifted Education
1110 N. Glebe Rd., Suite # 300
Arlington, VA 22201-5704
Tel 703-620-3660; Fax 703-264-9494
TDD 703-264-9446
E-mail: ericec@cec.sped.org
<http://ericec.org>

National Clearinghouse on Postsecondary Education for
Individuals with Disabilities (HEATH)
George Washington University
2121 K Street NW
Washington, DC 20037
Tel 202-973-0904 or toll free at 800-544-3284
E-mail: help@HEATH.gwu.edu
Website: www.HEATH.gwu.edu

Pilot Parents of Southern Arizona
2600 N. Wyatt Drive
Tucson, AZ 85712
Tel 520-324-3150; Fax 520-324-3152
877-365-7220
E-mail: ppsa@pilotparents.org
www.pilotparents.org

Raising Special Kids
4750 N. Black Canyon Highway, Suite 101
Phoenix, AZ 85017
Tel 602-242-4366; Fax 602-242-4306
800-237-3007 (call for local contacts)
E-mail: info@raisingspecialkids.org
www.raisingspecialkids.org

Special Needs Network (Military Families)
E-mail: <http://mfrc.calib.com/snn/index.cfm>

FETAL ALCOHOL SYNDROME & EFFECT

National Organization on Fetal Alcohol Syndrome
(NOFAS)
216 G Street, NE
Washington, DC 20002
Tel 202-785-4585; Fax 202-466-6456
800-66-NOFAS
E-mail: donaldson@nofas.org
www.nofas.org

FINANCIAL ASSISTANCE

Listed are URLs of some of the many websites that
provide information about financial aid resources and
scholarships:

<http://www.ed.gov/>
<http://easi.ed.gov/>
<http://collegeboard.com>
<http://finaid.org>
<http://kaploan.com>
<http://www.usnews.com/usnews/edu>

Bridge Endowment Fund
Scholarship Office
National FFA (Future Farmers of America)
PO Box 15160
Alexandria, Virginia 22309-0160

Clearing House in Disability Information
US Department of Education
330 C Street SW, Room 3132
Washington, DC, 20202-2524
Tel: 202-205-8241

Community Information & Referral (CI&R)
see "Family Support and Parent Information"

Educaid-Your Student Loan Specialist
Western Regional Office
2555 East Chapman Avenue, Suite 416
Fullerton, CA 92831
Tel 714-525-2704; Fax 714-525-3546
800-347-7667
E-mail: www.educaid.com

EIF Scholarship Fund
Electronics Industries Foundation
Scholarships Award Committee
2500 Wilson Blvd., Suite 200
Arlington, Virginia 22201

Electronic Industries Foundation
919 18th Street NW, Suite 900
Washington, DC 20006
Tel: 202-955-5814

Equal Opportunity Publications Scholarships
COTE
PO Box 2810
Cherry Hill, New Jersey 08034

Family Assistance Administration (DES)
Arizona Department of Economic Security
801 E. Jefferson
Phoenix, AZ 85007
Tel 602-417-4000; Fax 602-256-9305
E-mail: www.nau.edu/~ihd.ddd/

Federal Student Aid Information Center
PO Box 84
Washington DC 20044
Tel 800-433-3243; TDD 800-730-8913

Foundation for Science and Disability, Inc.
Richard Mankin, Grants Committee Chair
503 NW 89 Street
Gainesville, Florida 32607-1400

Mapping Your Future
<http://www.mapping-your-future.org/>

NASA Space Grant
University of Washington
Box 351650
Seattle, Washington 98195
Tel: 800-659-1943
Email: nasa@u.washington.edu

National Clearinghouse on Postsecondary Education for
Individuals with Disabilities (HEATH)
One Dupont Circle, NW, Suite. 800
Washington, DC 20036-1193
Tel/TTY 202-939-9320; Fax 202-833-5696
800-544-3284
E-mail: heath@ace.nche.edu
www.heath-resource-center.org

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, Maryland 20815
Tel: 303-961-2800

President's Committee on Employment for People with
Disabilities
1331 F Street, NW
Washington, DC 20004
Tel: 202-376-6200

Ron Crockett Endowed Scholarship in Industrial Engineer-
ing
University of Washington
Box 352650
Seattle, Washington 98195
Tel: 206-543-1427

Seafirst Access Loans
Seafirst Loan by Phone
Tel: 800-284-5626

Stanley E. Jackson Scholarship Award for Students with
Disabilities
Foundation for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Tel: 703-620-3660
Website: <http://www.cec.sped.org>

Supplemental Security Income (SSI)
800-772-1213 (call for local contact)
E-mail: www.ssa.gov

Ventures Clubs Student Aid Award and Ventures Clubs of
America
210 Center Plaza
Philadelphia, Pennsylvania 19102-1883
Tel: 215-557-9300

Washington Financial Aid to Blind Students
Higher Education Coordinating Board
917 Lakeridge Way, GV-11
Olympia, Washington 98504

HEALTH CARE

Arizona Department of Health Services
Office for Children with Special Health Care Needs
1740 W. Adams, Room 200
Phoenix, AZ 85007
Tel 602-542-1860; Fax 602-542-2589
800-232-1676 Children's Information Center
E-mail: www.hs.state.az.us/cfhs/ocshcn/

Arizona Health Care Cost Containment System
(AHCCCS-ALTCS)
801 E. Jefferson
Phoenix, AZ 85034
Tel 602-417-4000; Fax 602-256-9305
TDD 800-826-5140; 800-654-8713
E-mail: www.ahcccs.state.az.us/contacts/

National Organization for Rare Disorders (NORD)
100 Rt. 37, P.O. Box 8923
New Fairfield, CT 06812-8923
Tel 203-746-6518; Fax 203-746-6481
TTY 203-746-6927; 800-999-6673
E-mail: orphan@rarediseases.org
www.rarediseases.org

National Spinal Cord Injury Association
6701 Democracy Blvd., Suite 300-9
Bethesda, MD 20817
Tel 301-588-6959; Fax 301-588-9414
800-962-9629
E-mail: webmaster@spinalcord.org
www.spinalcord.org

U.S. Department of Health & Human Services
Indian Health Service
E-mail: www.ihs.gov

HEARING IMPAIRMENTS

American Association of the Deaf-Blind
814 Thayer Avenue, Suite 302
Silver Spring, MD 20910
Tel/TTY 301-588-6545; Fax 301-588-8705
TTY 800-735-2258
E-mail: www.tr.wou.edu/dblink/aadb.htm

Arizona Commission for the Deaf and Hard of Hearing
1400 West Washington Suite 100
Phoenix, Arizona 85007
Tel 602-542-3323; Fax 602-542-3380
E-mail: www.acdhh.state.az.us

American Deafness and Rehabilitation Association
P.O. Box 727
Lusby, MD 20657
Tel/TTY 410-495-8440; Fax 410-495-8442
E-mail: ADARAorgn@aol.com
www.adara.org

American Speech and Hearing Association (ASHA)
18010 Rockville Pike
Rockville, MD 20852
Tel 301-897-5700; Fax 301-571-0457
800-638-6868
E-mail: www.asha.org

Arizona Speech – Language – Hearing Association
7622 N. 48th Drive
Glendale, AZ 85301
Tel 602-939-6103; Fax 623-937-0920
800-705-7510
E-mail: arshoffice@aol.com
www.healthcaresource.com/arsha

Arizona State University
Speech and Hearing Department
P.O. Box 870102
Tempe, AZ 85287-0102
Tel 480-965-2373; Fax 480-965-8516

Community Outreach and Program for the Deaf
268 West Adams
Tucson, Arizona 85705
Tel 520-792-1906; Fax 520-770-8544
Email: copdintddp@aol.com
www.azstarnet.com/~jschmid/copd.html

DB-LINK
345 N. Monmouth Avenue
Monmouth, OR 97361
Tel 800-438-9376; Fax 503-838-8150
TTY 800-854-7013
E-mail: dblink@tr.wou.edu
www.tr.wou.edu/dblink

The Geoffrey Foundation
PO Box 1112
Ocean Avenue
Kennebunkport, Maine 04046
Tel: 207-967-5798

Graduate Fellowship Fund
Gallaudet University Alumni Association
Alumni Office
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
Tel: 202-651-5060

Handi-Dogs, Inc.
4500 E. Speedway Blvd., Suite 112
Tucson, AZ 85712-5304
Tel 520-326-3412; Fax 520-319-8186
E-mail: handogs@handi-dogs.org
www.handi-dogs.org

Minnie Pearl Scholarship Program
EAR Foundation
2000 Church Street, Box 111
Nashville, Tennessee 37236
Tel: 800-545-HEAR

Oral Hearing Impaired Scholarship Awards
Alexander Graham Bell Association for the Deaf
3417 Volta Place NW
Washington, DC 20007
Tel: 202-337-5220
Website: <http://www.acb.org>

Stokoe Scholarship
National Association for the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910
Tel: 310-587-1788

University of Arizona, Grunewald-Blitz Clinic for
Communication Disorders in Children
P.O. Box 210071
Tucson, AZ 85721-0071
Tel 520-621-7070; Fax 520-621-9901
E-mail: adefeo@u.arizona.edu or lacy@u.arizona.edu

Valley Center of the Deaf
3130 East Roosevelt
Phoenix, Arizona 85008
Tel: 602-267-1921; Fax 602-273-1872
Email: Administration@valleycenterofthedeaf.org
www.valleycenterofthedeaf.org

LEARNING DISABILITIES

Arizona State Braille and Talking Book Library
Division of Arizona State Library
Archives & Public Records
1030 N. 32nd Street
Phoenix, AZ 85008
Tel 928-255-5578; Fax 928-255-4312
800-255-5578
E-mail: btbl@lib.az.us
www.lib.az.us

International Dyslexia Association
Arizona Chapter
8044 N. 72nd Place
Mail to: P.O. Box 6284
Scottsdale, AZ 85261-6284
Tel 480-941-0308; Fax 480-905-7044
E-mail: www.dyslexia-az.org

Learning Disabilities Association of America
PO Box 30606
Phoenix, Arizona 85046-0606
Tel: 602-246-6615
Email: ldaaz@earthlink.net

Learning through Listening Award
Recording for the Blind and Dyslexic
20 Roszel Road
Princeton, New Jersey 08540
Tel: 609-453-0606

National Association for the Education of African American Children with Learning Disabilities
E-mail: <http://www.aacld.org>

National Center for Learning Disabilities (NCLD)
381 Park Avenue South, Suite 1401
New York, NY 10016-8806
Tel 212-545-7510; Fax 212-545-9665
888-575-7373 (info and referral)
E-mail: <http://www.ld.org/>

Recording for the Blind and Dyslexic
3627 E. Indian School Road, Suite 108
Phoenix, AZ 85018
Tel 602-468-9144; Fax 602-553-0226
800-221-4792
E-mail: custserv@rfd.org
www.rfbd.org

Stanley E. Jackson Scholarship Award for Students with Disabilities
Foundation for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Tel: 703-620-3660
Website: <http://www.cec.sped.org>

MENTAL RETARDATION

The Arc of Arizona, Inc.
5610 South Central Avenue
Phoenix, Arizona 85040
Tel: 602-243-1787; 800-252-9054
Email: arcofarizona@aol.com
Website: www.arcarizona.com

Arc of the U.S., The
1010 Wayne Avenue, Suite 650
Silver Spring, MD 20910
Tel 301-565-3842; Fax 301-565-5342
E-mail: Info@thearc.org
<http://www.thearc.org/>

Sharing Down Syndrome Arizona, Inc.
745 North Gilbert
Suite 124, PMB 273
Gilbert, Arizona 85234
Tel: 480-926-6500
Email: gina.j@juno.com
Website: www.sharingds.org

MENTAL HEALTH

See "Behavioral Health"

MULTIPLE DISABILITIES

Association for Persons with Severe Handicaps (TASH)
29 W. Susquehanna Street, Suite 210
Baltimore, MD 21204
Tel 410-828-6706; Fax 410-828-6706
E-mail: info@tash.org
www.tash.org

DB-LINK
see "Hearing Impairments"

Gompers Center for the Handicapped
6601 N. 27th Avenue
Phoenix, AZ 85017-1219
Tel 602-336-0061; Fax 602-336-0249
E-mail: gompers@doitnow.com
<http://www.cirs/homepage/gompers>

NATIVE AMERICAN PROGRAMS

American Indian Association of Tucson	520-884-7131
Colorado River Indian Community	520-669-9211
Gila River Indian Community	520-562-6000
Hopi Tribal Council	928-734-2441
Inter-Tribal Council of Arizona	602-258-4822
Native American Community Action	928-526-2968
Native American Protective and Advocacy Project	800-432-4682
Navajo Nation	928-871-7707
Pascua Yaqui Tribe	520-883-5000
Phoenix Indian Center	602-263-1017
Quechan Indian Tribe	520-572-0213
Salt River/Pima-Maricopa Indian Comm.	520-475-2361
Tohono O'Odham Nation	520-383-2221
White Mountain Apache Tribe	928-338-4346

Affiliation of Arizona Indian Centers
2400 North Central Avenue, Suite 301
Phoenix, Arizona 85004
602-252-9040

523 West 2nd Street
Winslow, Arizona 86047
928-289-3986

American Indian Rehabilitation Research and Training
Center (AIRRTC)
Institute for Human Development, NAU
PO Box 5630
Flagstaff, Arizona 86011
Tel: 928-523-4791

American Indians with Disabilities Public Awareness
Campaign (AIDPAC)
PO Box 436
New Laguna, New Mexico 87038
Tel: 800-866-2253

Arizona Commission on Indian Affairs
1400 West Washington, Suite 300
Phoenix, Arizona 85007
Tel: 602-542-3123

Assist! For Independence
PO Box 4133
Tuba City, Arizona 86045
Tel: 928-283-2959
Email: assist@tubacity.net

Native American Research and Training Center
University of Arizona College of Medicine
Family and Community Medicine
1642 E. Helen Street
Tucson, Arizona 85719
Tel: 520-621-5075; Fax: 520-621-9802

Navajo Nation
PO Box 1893
Chinle, Arizona 86503
Tel: 928-674-2132

PO Box 1108
Kayenta, Arizona 86033
Tel: 928-697-8644

Navajo Nation Council on the Handicapable
PO Box 1420
Window Rock, Arizona
Tel: 928-871-6463

ORTHOPEDIC IMPAIRMENTS

Arizona Bridge to Independent Living (ABIL)
see "Advocacy"

POSTSECONDARY EDUCATION

Arizona Colleges and Universities
www.ade.state.az.us/schools/schools/cc.asp
www.ade.state.az.us/schools/schools/universities.asp

Arizona Commission for Postsecondary Education
2020 North Central Avenue, Suite 275
Phoenix, Arizona 85004-4503
Tel 602-229-2591; Fax 602-229-2599
E-mail: www.acpe.asu.edu

Arizona Post-Secondary Access Coalition (AZPAC)
P.O. Box 37100
Phoenix, Arizona 85069-7100
www.salt.arizona.edu/azpac

Association for Higher Education and Disabilities
(AHEAD)
University of Massachusetts, Boston
100 Morrissey Blvd.
Boston, MA 02125-3393
Tel 617-287-3880; Fax 617-287-3881
V 617-287-3882
E-mail: www.ahead.org

College Board.com
Connecting Students to Colleges and Opportunities
<http://www.collegeboard.com/planning/>

DO-IT
University of Washington
Box 355670
Seattle, Washington 98195-5670
Tel: 888-972-3648
E-mail: doit@u.washington.edu
Web site: www.washington.edu/doit

IPEDS College Opportunities On-Line
Website: <http://www.nces.ed.gov/ipeds/cool/Search.asp>

Mapping Your Future
<http://www.mapping-your-future.org/>

National Clearinghouse on Postsecondary Education for
Individuals with Disabilities (HEATH)
see "Family Support and Parent Information"

Postsecondary Innovative Transition Technology (POST-
ITT)
www.postitt.org

U.S. Department of Education
<http://www.ed.gov/pubs/CollegeMeNow/>

RECREATION and LEISURE

Arizona Organization of Disabled Athletes (AZODA)
5161 W. Monte Carlo Drive
Tucson, AZ 85745
Tel 520-884-9557

Special Olympics
Arizona Chapter
3816 N. 7th Street
Phoenix, AZ 85014
Tel 602-230-1200; Fax 602-230-1110
(Call for a county contact)

Therapeutic Recreation Programs
Cochise Area Network of Therapeutic Equestrian Re-
sources (CANTER)
P.O. Box 1316
Sierra Vista, AZ 85636
E-mail: lankfor@c2i2.com

Flagstaff Parks & Recreation Department
Therapeutic Recreation
1650 N. Turquoise Drive, Bldg. B
Flagstaff, AZ 86001
Tel 928-774-1681; Fax 928-779-7696
E-mail: www.flagguide.com/cityscape/parksrec04.htm

Phoenix Parks and Recreation
Adaptive Recreation Services
1946 W. Morning side Drive
Phoenix, AZ 85023
Tel 602-262-4543

Therapeutic Riding of Tucson (TROT)
8920 E. Woodland Road
Mail to: P.O. Box 30584
Tucson, AZ 85751-0584
Tel 520-749-2360; Fax 520-749-0123

Tucson Parks & Recreation Department
Therapeutic Recreation
1000 S. Randolph Way
Mail to: 900 S. Randolph Way
Tucson, AZ 85716

Tel 520-791-4504; Fax 520-791-4008
E-mail: mhurst1@ci.tucson.az.us
www.ci.tucson.az.us/parksandrec/

USA Wheelchair Sports
3595 E. Fountain Blvd., Suite L-1
Colorado Springs, CO 80910-1740
Tel 719-574-1150; Fax 719-574-9840
E-mail: WSUSA@aol.com
www.wsusa.org

REHABILITATION and EMPLOYMENT TRAINING
(including habilitation, independent living skills, housing
assistance, socialization, etc.)

Arizona Apprenticeship System
Office of Workforce Development
3221 North 16th Street, Suite 105
Phoenix, Arizona 85016
Tel 602-212-1912; Fax 602-640-2204

Arizona Bridge to Independent Living (ABIL)
see "Advocacy"

Arizona Dept. of Economic Security (DES)
Rehabilitation Services Administration (RSA)
1789 West Jefferson
2nd Floor NW
Phoenix, Arizona 85007
Tel 602-542-3332; 800-563-1221
TTY: 602-542-6049
Email: www.de.state.az.us/rsa
www.de.state.az.us/rsa
Tucson/Southern Arizona office: 520-628-6810
Phoenix/Central Arizona office: 602-266-6752
Flagstaff/Northern Arizona office: 928-779-4147

Arizona Dept. of Economic Security (DES)
Division of Employment and Rehabilitation Services
One-Stop Unit
P.O. Box 6123, Site Code 901A
Phoenix, Arizona 85005
Tel 602-542-1250; Fax 602-542-2273

By County:

Apache County	520-333-4554
City of Phoenix	602-262-6776
Cochise County	520-458-4200
Coconino County	928-522-7900
Gila/Pinal County	520-425-7631
Graham County	520-428-7386
Greenlee County	520-865-4151
Maricopa County	602-506-5911
Mohave/LaPaz	928-669-9812
Navajo County	928-536-3668
Navajo Nation	928-871-7707
Pima County	520-740-5205
Santa Cruz County	520-761-7800
Tribal	602-542-3957
Yavapai County	928-778-1422
Yuma County	928-329-0990

Industries for the Blind
3013 W. Lincoln Street
Phoenix, AZ 85009
Tel/TTY 602-269-5131; Fax 602-269-9462

Maricopa County Dept. of Human Services (DHS)
Employment & Training Services, Job Training Partnership Act (JTPA) Administration
3335 W. Durango Street
Phoenix, AZ 85009-6214
Tel 602-506-5911; Fax 602-506-8789

Maricopa Skill Center
1245 E. Buckeye Road
Phoenix, AZ 85034-4101
Tel 602-238-4300; Fax 602-238-4307
TTY 602-238-4304
E-mail: stanley.grossman@gwmail.maricopa.edu/msc
www.gwc.maricopa.edu/msc/

Phoenix Human Services Department (HSD)
Job Training Partnership Act (WIA)
200 W. Washington Street, 19th Floor
Phoenix, AZ 85003-1611
Tel 928-262-6631; Fax 602-534-3915
E-mail: jmoore@ci.phoenix.az.us

Pima County Community Services Department
Employment Training and Youth Program
32 N. Stone Avenue, 16th Floor
Tucson, AZ 85701
Tel 520-740-5205; Fax 520-798-3203

SMILE (Services Maximizing Independent Living and Empowerment)
1495 S. 4th Ave.
Yuma, AZ 85364
Tel 928-329-6681; Fax 928-329-6715
E-mail: smile19@mindspring.com
www.neiaw.com/smile/smileindex.html

Southwest Business Industry and Rehabilitation Association (SWBIRA)
222 N. 24th Street
Phoenix, AZ 85008-2716
Tel 602-275-0180; Fax 602-275-0390
E-mail: jkovarik@postoffice.syspac.com

UCP of Central and Northern Arizona
see "Assistive Technology"

SELF-DETERMINATION AND SELF-ADVOCACY

Allen Shea and Associates
1780 Third Street
Napa, California 94559
Tel: 707-258-1326 Fax: 707-258-8354
Website: <http://www.allenshea.com>

Center on Self-Determination at Oregon Health Sciences University
Website: <http://www.ohsu.edu/selfdetermination>

It's My Turn Game
Ohio Coalition for Education of Children with Disabilities
165 West Center Street, Suite 302
Marion, Ohio 43302
Tel: 800-374-2806 Fax: 740-383-6421

Kids as Self Advocates (KASA)
Website: <http://www.fvkasa.org>

Ladders to Success: A Student's Guide to School after High School
Jennifer Mackillop M.S.W.
Puget Sound Educational Service District
Tel: 206-439-6911

Massachusetts Partnership for Transition
Website: <http://www.childrenshospital.org/ici/icinet/forum>

National Program on Self Determination
Website: <http://www.self-determination.org>

ProEd
8700 Creek Blvd.
Austin, Texas 78757
Tel: 512-451-3246 Fax: 800-397-7633
Website: <http://www.proedinc.com>

University of North Carolina
Website: www.uncc.edu/sdsp

SPEECH & LANGUAGE IMPAIRMENTS

Arizona State University
see "Hearing Impairments"

Northern Arizona University (NAU)
Speech and Hearing Center
P.O. Box 15045
Flagstaff, AZ 86011-5630
Tel 928-523-8110; Fax 928-523-0034
E-mail: katherine.mahosky@nau.edu

University of Arizona
Grunewald-Blitz Clinic for Communication Disorders in Children
see "Hearing Impairments"

TRAUMATIC BRAIN INJURY

Arizona Department of Health Services (ADHS)
Injury and Disability Prevention
2700 N. 3rd St, Suite 4050
Phoenix, AZ 85004
Tel 602-542-7340; Fax 602-542-7351
E-mail: atarpy@hs.state.az.us
www.hs.state.az.us

Brain Injury Association of Arizona
PO Box 44791
Phoenix, Arizona 85064
Tel: 602-323-9165; 888-305-0073
Website: www.biaaz.org

VISUAL IMPAIRMENTS

American Foundation for the Blind-West
111 Pine Street, Suite 725
San Francisco, California 94111
Tel: 415-392-4845
Email: sanfran@afb.net
Website: www.afb.org

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
Tel 502-895-2405; Fax 502-899-2274
800-223-1839
E-mail: info@aph.org
www.aph.org

Arizona State Braille and Talking Book Library
Division of Arizona State Library
see "Learning Disabilities"

Association for Education and Rehabilitation of the Blind
and Visually Impaired
206 North Washington Street, Suite 320
Alexandria, Virginia 22314

DB-LINK
see "Hearing Impairments"

Ezra Davis Memorial Scholarship
National Federation of the Blind
C/o Peggy Pinder
Chair, Scholarship Committee
814 Fourth Avenue, Suite 200
Grinnell, Iowa 50112
Tel: 515-236-3366

Foundation for Blind Children
1235 East Harmont Drive
Phoenix, Arizona 85020
Tel: 602-331-1470
Email: ctompkins@the-fbc.org
Website: www.the-fbc.org

Guide Dog Foundation for the Blind
371 E. Jericho Turnpike
Smithtown, NY 11787-2976
Tel 631-265-2121; Fax 631-361-5192
800-548-4337
E-mail: Directory@guidedog.org
www.guidedog.org

Guide Dogs for the Blind, Inc.
P.O. Box 151200
San Rafael, CA 94915-1200
Tel 415-499-4000; Fax 415-499-4035
800-295-4050
E-mail: jadmission@guidedogs.com
www.guidedogs.com

Guide Dogs of America
13445 Glenoaks Blvd.
Sylmar, CA 91342
Tel 818-362-5834; Fax 818-362-6870
E-mail: mail@guidedogsofamerica.org
www.guidedogsofamerica.org

Learning through Listening Award
Recording for the Blind and Dyslexic
20 Roszel Road
Princeton, New Jersey 08540
Tel: 609-453-0606

Lighthouse, Inc.
111 East 59th Street
New York, New York 10022
Tel: 212-821-9559

Lions Foundation of Arizona
1016 N. 32nd Street, Suite 5
Phoenix, AZ 85008
Tel 602-244-9757; Fax 602-244-8667
800-246-9771 (call for local contact)
E-mail: www.lions.org

National Library Service for the Blind & Physically
Handicapped
Library of Congress, 1291 Taylor Street, NW
Washington, DC 20542
Tel 202-707-5100; Fax 202-707-0712
TDD 202-707-0744; 800-424-8567
E-mail: nls@loc.gov
www.loc.gov/nls

Recording for the Blind and Dyslexic
see "Learning Disabilities"

Rehabilitation Instructional Services
4620 N. 16th Street, Suite 204
Phoenix, AZ 85018
Tel 602-468-9144; Fax 602-277-6294

Sun Sounds
(closed circuit radio broadcasts for individuals who are
print handicapped, unable to read or hold printed mate-
rial, document conversion to alternative format.)
1300 S. Milton Road, Suite 202
Flagstaff, AZ 86001
Tel 928-779-1775; Fax 928-779-7123
E-mail:
eleanor.mooney@riomail.maricopa.edu
www.sunsounds.org

7290 E. Broadway, Suite K
Tucson, AZ 85710
Tel 520-296-2400; Fax 520-298-6676

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Special thanks
to the following individuals for their assistance in developing this publication:

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Copies of this brochure are also available in the following formats by request: Braille, large print, cassette and diskette.

You can access this publication on the Internet at the following sites:

Arizona Department of Education <http://www.ade.az.gov/ess>

Arizona State University <http://www.asu.edu/drs>

Arizona State University West <http://www.west.asu.edu/sa/drc>

Northern Arizona University, Disability Support Services: <http://www.nau.edu/dss>

University of Arizona Disability Resource Center <http://drc.arizona.edu>

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Feedback Form

We welcome your feedback. Please take a moment to complete and mail this card. You may also phone, fax, or email to: Wendy Collison, Arizona Department of Education, Exceptional Student Services, 1535 West Jefferson, Bin 24, Phoenix, Arizona 85007; Phone: 602-364-4026; Fax: 602-542-5404; Email: wcollis@ade.az.gov.

Name (optional): _____

Phone (optional): _____

Position: (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Student | <input type="checkbox"/> Parent |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Guidance Counselor |
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Postsecondary Faculty |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Other _____ |

How useful has this guide been? _____

What do you like best about this guide? _____

What information do you feel is missing from this guide that would help you? _____

What would you change about this guide? _____

General Comments: _____

Thank you for taking the time to give us feedback and suggestions!

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